



Blackville-Hilda Junior High

446 Country Club Road
Blackville, SC 29817

Grades	7-8 Middle School	
Enrollment	115 Students	
Principal	Marvin A. Foster Sr.	803-284-5900
Superintendent	Dr. Teresa L. Pope	803-284-5605
Board Chair	Ms. Inell Waring	803-284-3217

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

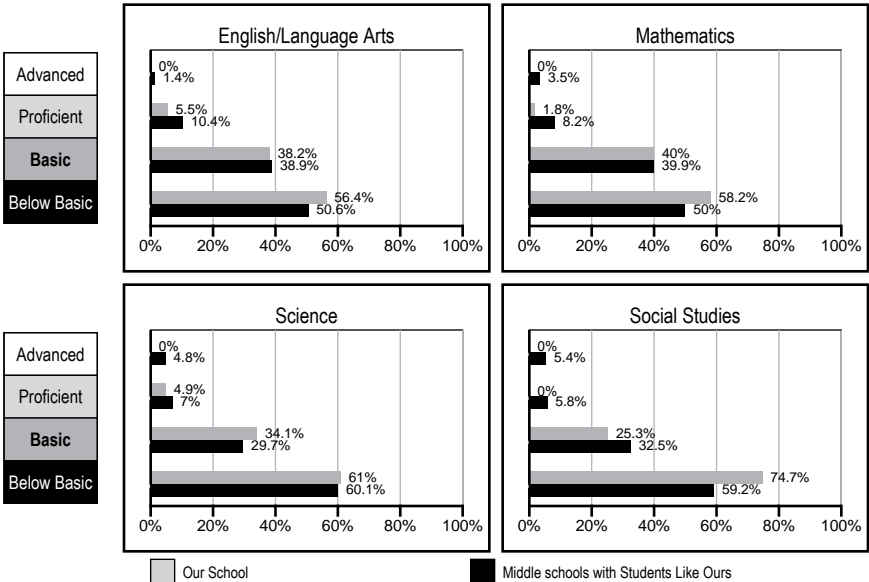
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	41

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	83.5
English 1	0	83.4
Physical Science	0	39.5
All Subjects	0	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=115)				
Students enrolled in high school credit courses (grades 7 & 8)	12.2%	Up from 9.9%	12.0%	19.4%
Retention rate	0.8%	Down from 4.3%	3.1%	1.8%
Attendance rate	94.4%	Down from 94.5%	95.1%	95.8%
Eligible for gifted and talented	8.2%	Down from 11.3%	5.8%	15.3%
With disabilities other than speech	17.2%	Up from 17.0%	13.5%	12.9%
Older than usual for grade	4.3%	Up from 3.5%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	30.4%	Up from 15.5%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	45.5%	Up from 41.7%	54.3%	55.0%
Continuing contract teachers	54.5%	Down from 66.7%	54.4%	70.6%
Teachers with emergency or provisional certificates	18.2%	No Change	19.0%	5.4%
Teachers returning from previous year	70.4%	Down from 80.1%	76.7%	83.4%
Teacher attendance rate	95.4%	Up from 89.1%	94.8%	94.9%
Average teacher salary	\$39,474	Down 1.2%	\$43,224	\$44,706
Professional development days/teacher	20.8 days	Up from 11.9 days	12.1 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 23.7 to 1	15.9 to 1	20.1 to 1
Prime instructional time	86.9%	Up from 80.6%	88.8%	89.3%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.4%	98.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil*	\$7,542	Up 9.5%	\$8,951	\$7,097
Percent of expenditures for instruction*	70.8%	Down from 79.2%	62.8%	64.4%
Percent of expenditures for teacher salaries*	67.3%	Down from 75.5%	55.8%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Blackville-Hilda Junior High School, located in rural Barnwell County, is the only junior high school in Barnwell School District 19. Our school mission is to prepare the students to become respectable, responsible, competent, and lifelong learners. We must create a positive and safe school environment where staff, parents, students, and the community work together to provide opportunities for students to reach their maximum potential in an ever-changing world.

During the 2007-2008 school year, we used MAP, PACT, and teacher-made assessments to improve instruction. Blackville-Hilda Junior High is excited about the progress that we have made in improving the instruction to meet the needs of our students to include SACS/CASI accreditation. Our faculty and staff gained knowledge through several staff-development sessions, including the opportunity to attend the SC Middle School Conference. We implemented the use of data walls and a "Drop Everything and Read" initiative to promote student achievement. Promethean Boards and LCD projectors were added to each classroom to assist with the delivery of instruction. The faculty also started its first Boys and Girls Club to assist with the social development of our teens.

The School Improvement Council and the PTSA continue to work together to increase parent and community involvement. The school strives to keep parents and the community informed through parent newsletters, articles in the local newspaper, and our weekly parent contacts. The Lunch Buddy Program sponsored by Allied Air Inc. and the Axis I program continue to help with the development of our students.

Some of our students participated in its first MathCounts competition for this region and competed in the Mock Trial Competition. One student was recognized as a Governor's Citizenship Award winner and several students received Honor Roll status. The students' community outreach projects consist of the Saint Jude's Children Hospital, Columbia Ronald McDonald House, American Cancer Society Relay for Life, The Leukemia & Lymphoma Society, and a food drive for tornado victims.

As we look forward to the new school year, we are all part of the team, and Blackville-Hilda Junior High School students need the support of its parents, staff, and community in making the transition to high school. So, we all need to become involved in the educational process and work together with the students, staff, and administration to ensure student success.

Marvin A. Foster Sr., Principal
Ronnie Woods, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	49	7
Percent satisfied with learning environment	81.8%	77.6%	I/S
Percent satisfied with social and physical environment	81.8%	75.5%	I/S
Percent satisfied with school-home relations	70.0%	81.3%	I/S

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 8 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.4%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	121	99.2	56	38.5	5.5	0	11	17.3	48.2	No	Yes
Gender											
Male	55	100	63.3	34.7	2	0	4.1	15.6	41.7	N/A	N/A
Female	66	98.5	50	41.7	8.3	0	16.7	19	55	N/A	N/A
Racial/Ethnic Group											
White	22	95.5	33.3	55.6	11.1	0	27.8	32.9	60	I/S	I/S
African American	97	100	60.4	35.2	4.4	0	7.7	12.4	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	22	95.5	90	10	0	0	0	0	16	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	111	99.1	55.6	38.4	6.1	0	11.1	16.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	121	99.2	57.8	40.4	1.8	0	10.1	16.1	45.8	No	Yes
Gender											
Male	55	100	61.2	38.8	0	0	8.2	18	45.6	N/A	N/A
Female	66	98.5	55	41.7	3.3	0	11.7	14.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	22	95.5	33.3	66.7	0	0	16.7	24.3	59	I/S	I/S
African American	97	100	62.6	35.2	2.2	0	8.8	13.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	22	95.5	85	15	0	0	0	0	17.1	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	111	99.1	58.6	40.4	1	0	8.1	15.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	89	100	61	34.1	4.9	0	4.9	9.8	35.7	94.4	95.1
Gender											
Male	37	100	66.7	33.3	0	0	0	9.4	37.4	94.5	94.9
Female	52	100	57.1	34.7	8.2	0	8.2	10.2	33.8	94.3	95.3
Racial/Ethnic Group											
White	17	100	28.6	64.3	7.1	0	7.1	17.6	49.2	90.4	93
African American	72	100	67.6	27.9	4.4	0	4.4	7.1	17	95.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	96.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	91.9	94.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	94.4
Disability Status											
Disabled	15	100	92.9	7.1	0	0	0	0	14	94.1	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	91.9	93
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	91.9	93.7
Socio-Economic Status											
Subsided meals	84	100	59.7	35.1	5.2	0	5.2	8.3	21.1	94	95.1

Social Studies

All Students	89	100	74.7	25.3	0	0	0	11.9	34	94.4	95.1
Gender											
Male	47	100	76.7	23.3	0	0	0	13.3	36.6	94.5	94.9
Female	42	100	72.5	27.5	0	0	0	10.4	31.3	94.3	95.3
Racial/Ethnic Group											
White	15	100	53.8	46.2	0	0	0	19.5	44.5	90.4	93
African American	73	100	78.6	21.4	0	0	0	9.9	19.1	95.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	96.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	91.9	94.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	94.4
Disability Status											
Disabled	14	100	92.9	7.1	0	0	0	2.2	14.4	94.1	95
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	91.9	93
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	91.9	93.7
Socio-Economic Status											
Subsided meals	81	100	78.7	21.3	0	0	0	10.8	21	94	95.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	64	98.4	67.2	27.9	4.9	0	4.9
	8	77	100	54.8	38.4	6.8	0	6.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	59	100	46.4	44.6	8.9	0	8.9
	8	62	98.4	66	32.1	1.9	0	1.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	64	100	58.1	41.9	0	0	0
	8	77	100	60.3	35.6	2.7	1.4	4.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	59	100	46.4	50	3.6	0	3.6
	8	62	98.4	69.8	30.2	0	0	0
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	64	100	72.6	27.4	0	0	0
	8	40	100	78.4	18.9	2.7	0	2.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	59	100	55.4	41.1	3.6	0	3.6
	8	30	100	73.1	19.2	7.7	0	7.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	64	100	77.4	22.6	0	0	0
	8	37	100	72.2	27.8	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	59	100	76.8	23.2	0	0	0
	8	30	100	70.4	29.6	0	0	0

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample